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ABSTRACT

Trends on U.S. campuses as of 1986 are reported, with attention to campus actions on assessment and early campus responses to national reports calling for educational reform. Also considered are faculty hiring practices, perceptions about institutional status, changes in enrollment and finances, and international components of academic programs. A total of 365 two-year and four-year colleges and universities responded to the study questionnaire, and the data were statistically adjusted to represent national trends. Findings on the general status of colleges highlight a variety of problems: enrollments are steady or down for the majority of institutions; financial pressures are evident and are creating other problems, including inadequate student aid and uncomfortable levels of faculty compensation. Most schools have been reevaluating their curricular offerings during the past few years, and many have made changes in programs. College administrators do not currently have a definite sense of what is the best focus for assessment, and many feel existing evaluation instruments are not suitable to the broad educational purposes they consider to be appropriate outcomes of undergraduate study. Detailed statistical tables, the questionnaire, and technical notes are included. (SW)

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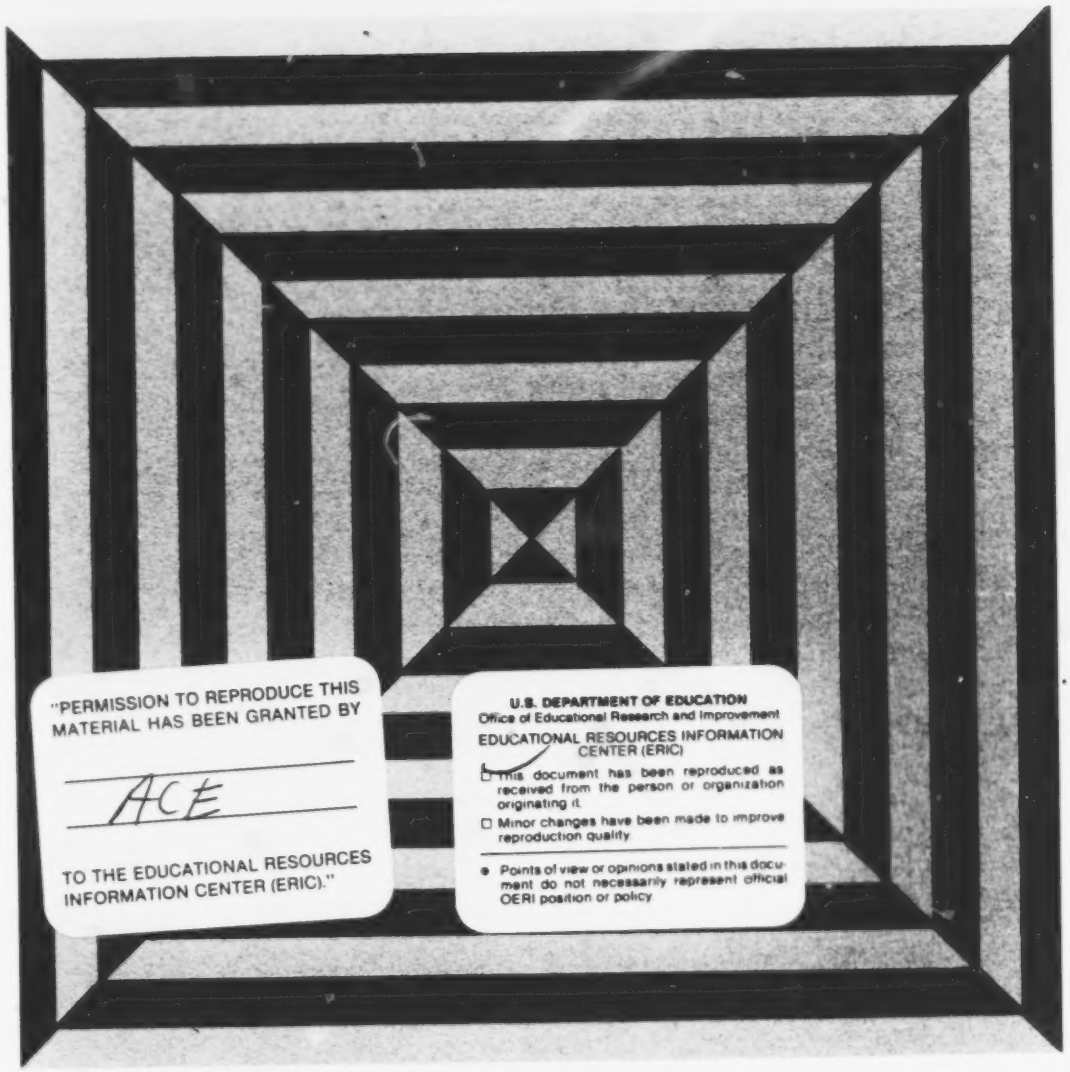
CAMPUS TRENDS, 1986

Elaine El-Khawas



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HIGHER EDUCATION PANEL REPORT NUMBER 73

AUGUST 1986

American Council on Education

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Robert H. Atwell, President

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Campus Trends, 1986

Elaine El-Khawas

Higher Education Panel Reports
Number 73 August 1986

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HIGHLIGHTS

Curriculum

- American colleges remain actively engaged in curriculum review. Eighty-six percent are currently making changes in the curriculum or have recently done so.

- The "reform" reports are having an impact on higher education. Six in 10 colleges have changed (or plan to change) their academic programs. Similar percentages (58 percent and 52 percent, respectively) stated that the reform reports are spurring changes in research and assessment and in student services.

- The majority of four-year institutions offer undergraduate opportunities for study abroad, but relatively few have arrangements for overseas experience for faculty.

- Thirty-six percent of universities, 17 percent of baccalaureate colleges, and 11 percent of two-year colleges currently require some foreign language proficiency as a condition for admission.

- Increasingly large percentages of institutions now have a foreign language requirement for completion of an undergraduate degree: this is true of 66 percent of universities, 55 percent of baccalaureate colleges, and 22 percent of two-year colleges.

Student Assessment

- There is considerable support for assessment, particularly as it ties in with a college's central educational purposes. The highest level of agreement (91 percent) focused on linking assessment to improvement of instruction.

- Fewer than half of administrators supported statements that colleges should publish evidence of their institutional effectiveness, or that states should require colleges to show evidence of institutional effectiveness.

- A variety of assessment or effectiveness measures are currently in use. Twenty-three percent of colleges now have tests of college-level skills. Seventeen percent administer comprehensive exams in the major. Almost half of colleges (44 percent) test student attainment in writing.

- Stumbling blocks to campus use of assessment include: lack of funds to develop procedures (71 percent); lack of clarity over what to evaluate (64 percent); fears about misuse of results (60 percent); lack of faculty support (58 percent); and lack of good evaluation instruments (57 percent).

Institutional Status

- Although one-third of colleges had enrollment losses, a like number of other institutions increased their enrollments in 1985–86.

- Despite changing demographic conditions, at least one-third of the nation's colleges and universities reported an increase in both headcount enrollment and full-time equivalent (FTE) enrollment.

- Although most institutions reported increases in their budgets, a significant proportion of colleges and universities had no increase in their overall budgets or in their budgets for educational and general expenditures.

- Student aid budgets based on institutional funds increased for about half of institutions nationwide. Such increases occurred for three-quarters of independent institutions as well as for 4 in 10 public institutions.

- Most of the nation's colleges and universities made new faculty appointments in 1985–86 but primarily to replace faculty who were retiring or otherwise leaving. About one-third of institutions reported a net gain in full-time faculty positions.

- The use of term or contract positions (not on a tenure-track) is widely prevalent in academe today. Eight in 10 institutions reported making such appointments in 1985–86.

- The use of part-time faculty is also widespread today. In 1985–86, about 4 in 10 institutions reported net gains in their number of part-time faculty.

- Only 18 percent of administrators at baccalaureate colleges considered their levels of faculty compensation excellent or very good. Only 29 percent felt that their institution's overall financial condition was excellent or very good. These ratings were lower than those reported by two-year colleges or by universities.

BACKGROUND

This report offers findings from the third in a series of surveys of *Campus Trends*.* These surveys are designed to provide timely information on changes taking place in the policies and practices of American colleges and universities.

For this third report, campus actions on assessment are given major attention along with campus responses to national reports calling for education reform. The report also examines faculty hiring practices, perceptions about institutional status, changes in enrollment and finances, and international components of academic programs.

The survey was conducted through the Higher Education Panel, an ongoing survey research program of the American Council on Education. Administrators at a nationally representative sample of 456 colleges and universities were mailed a four-page questionnaire that solicited information on current policies and practices at their institutions.

Questionnaires (see Appendix A) were mailed on March 17, 1986. By the end of May, 365 responses were received, or 80 percent of those surveyed. Respondents included: provosts, deans or academic vice presidents, 48 percent; associate deans or provosts, 10 percent; presidents, 13 percent; and other, 29 percent.

Data from responding institutions were statistically weighted, based on the Panel's stratification design and a weighting technique described in Appendix B. This adjustment means that the report's findings can be interpreted as generally representative of American colleges and universities that offer undergraduate instruction.

This survey is the third in a series of studies of *Campus Trends*. Because many questions were asked in each of the studies, comparisons to 1984 or 1985 data appear at several places in this report. For all of these studies, the reader should be mindful that many of the questions are subjective or couched in broad terms and that responses are "self-reported." The results offer an accurate picture of college administrators' views about their institutions but are subject to some variability of interpretation. Responses about the use of writing assessment, for example, may refer to a range of practices, from extensive assessment procedures to writing requirements in Freshman Composition courses.

Campus Trends, 1984, and *Campus Trends, 1985*. Copies of these reports are available from ACE, Division of Policy Analysis and Research, One Dupont Circle N.W., Washington, D.C. 20036. (Each copy is $5 for ACE members and $8 for nonmembers; orders must be prepaid).

FINDINGS

Curriculum

Curriculum Review Continues

American colleges remain actively engaged in curriculum review. Eighty-six percent are currently making changes in the curriculum or have recently done so (see Table 1). This level of activity has continued since 1984, when the *Campus Trends* reports first monitored curriculum review at colleges and universities.

In 1986, more than half of American colleges are currently engaged in curriculum reform. Most of these institutions are discussing changes in:

- Writing (mentioned by 85 percent);
- Other competencies (80 percent); and
- General education requirements (76 percent).

This continues the focus on the broad educational purposes of undergraduate education that was reported in earlier *Campus Trends* surveys.

Three other topics are also getting attention in campus discussions of the curriculum: international matters, policies that allow flexibility for adult learners, and issues related to the role of values and ethics in the curriculum. These topics were reported by 40 percent, 44 percent, and 45 percent of institutions, respectively. More than 6 in 10 baccalaureate colleges are considering curriculum changes related to values and to international issues.

The issue of increased course requirements is receiving less attention than it did last year. Only 40 percent of institutions (primarily baccalaureate colleges) are currently discussing such changes. In 1985, more than half (55 percent) of institutions were discussing this type of change.

National Reports Are Having an Impact

Survey results offer concrete evidence that the so-called "reform" reports issued in 1984 and 1985* are having an impact on academic programs in the nation's colleges and universities (Table 2).

The reports have been discussed widely. A majority of colleges (61 percent) have discussed the reports in faculty meetings, including 67 percent of universities, 72 percent of baccalaureate colleges, and 52 percent of two-year colleges. However, only 30 percent have established formal committees or task forces to consider the reports' recommendations.

Furthermore, various changes are being introduced in academic programs and practices (Figure 1). About 6 in 10 colleges have changed or plan to change their academic programs. Similar percentages (58 percent and 52 percent, respectively) stated that the reform reports are spurring changes in research and assessment procedures regarding students and in student services.

One-third of the nation's colleges and universities have already made changes in their academic programs due to these reports. Thirty-one percent have already changed their research and assessment proce-

*Major examples include: *Involvement in Learning: Realizing the Potential of American Higher Education*, Washington, D.C.: U.S. Department of Education, 1984; *Integrity in the College Curriculum: A Report to the Academic Community*, Washington, D.C.: Association of American Colleges, 1985; and *To Reclaim a Legacy: A Report on the Humanities in Higher Education*, Washington, D.C.: National Endowment for the Humanities, 1984.

dures. One in four has already made some changes in student services as a result of the various reports.

These results suggest that the "reform" reports have encouraged many of America's colleges and universities to consider ways to improve their undergraduate programs. To be sure, other forces have played a role as well, including state-level pressures, changing demographic and enrollment patterns, and the need to respond to changing competencies of entering students. Nevertheless, the overall record suggests that the reform reports can be credited with spurring a considerable degree of change on the nation's campuses.

Academic programs are the primary focus of campus changes being discussed, but the changes also encompass changes in student support services and in research that will help assess student learning. This reflects the similarly broad scope taken by the reports issued in recent years; the emphasis has centered on the entire undergraduate experience, reflecting the critical supportive role of advising, counseling, internships and other noncurricular services in undergraduate life.

Two-year colleges are more likely than their counterparts to have already made changes, especially in student services and in the research and assessment of students. Among baccalaureate colleges, on the other hand, fewer institutions reported having made changes but a higher proportion reported that changes are planned.

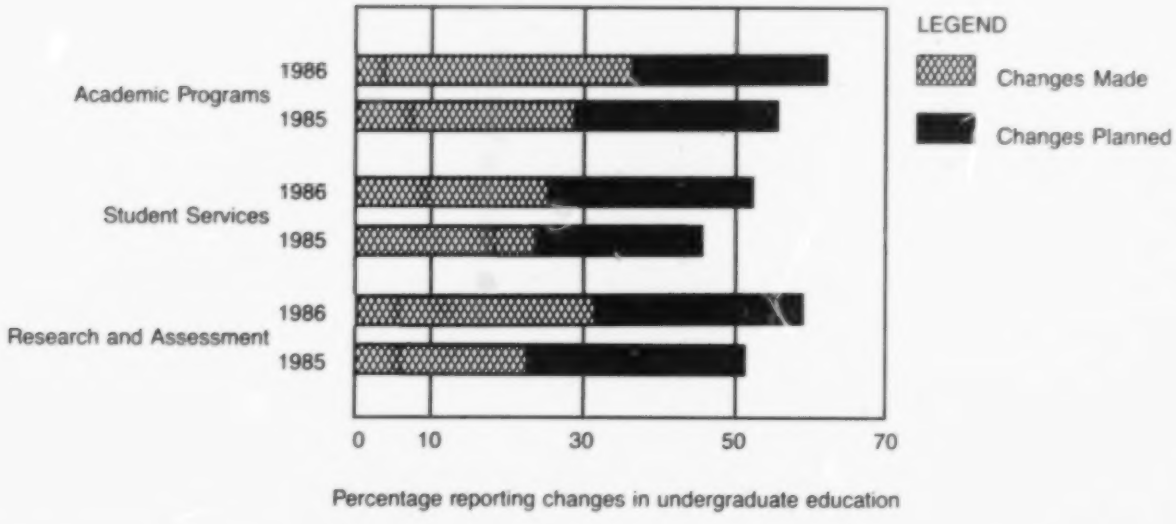
International Offerings: Limited but Increasing

This year's survey included questions on present-day college offerings that have an international component. In light of the fact that 4 in 10 colleges are considering new ways to increase the international aspects of their curricula (see Table 1), these results on current offerings should provide a baseline for monitoring changes over the next few years.

Several questions asked about formal arrangements to offer overseas experience for students and faculty (see Table 3). In 1985–86, this primarily takes the form of study abroad. The majority of four-year institutions offer undergraduate opportunities for study abroad. Eight in 10 universities offer undergraduate study abroad and almost 4 in 10 have opportunities for graduate study abroad. Among baccalaureate colleges, 6 in 10 offer undergraduate study abroad. Relatively few two-year colleges (17 percent) have such offerings.

Another question sought information on the extent to which undergraduates participate in overseas experiences. Eighteen percent of baccalaureate colleges and 12 percent of universities estimated that more than 10 percent of their undergraduates study abroad. Most colleges reported that foreign students comprised less than 10 percent of undergraduate enrollment. At the same time, one-fourth of the universities reported that more than 10 percent of their graduate enrollment were foreign students.

FIGURE 1
Response to National Reports



Arrangements for overseas experience vary by location. At present, most study abroad experiences focus on Western Europe (Table 4). More than 7 in 10 universities and 5 in 10 baccalaureate colleges offer programs for studying in Western Europe. Opportunities for study in Latin America exist at about 1 in 4 four-year institutions. Notably, one-third of universities reported that they offer study abroad in Asian countries.

In general, about 3 in 10 American colleges and universities have formal programs linking their institutions with counterparts overseas. Most of these linkages were reported by universities, including 41 percent with linkages in Western Europe, 35 percent with linkages to Asian universities, and 23 percent with linkages in Latin America. A similar pattern emerges with overseas experience for faculty: a limited number of institutions, mostly universities, have formal arrangements to provide their faculty with overseas experience. These opportunities are primarily focused on Western Europe, although Asian destinations also receive some attention.

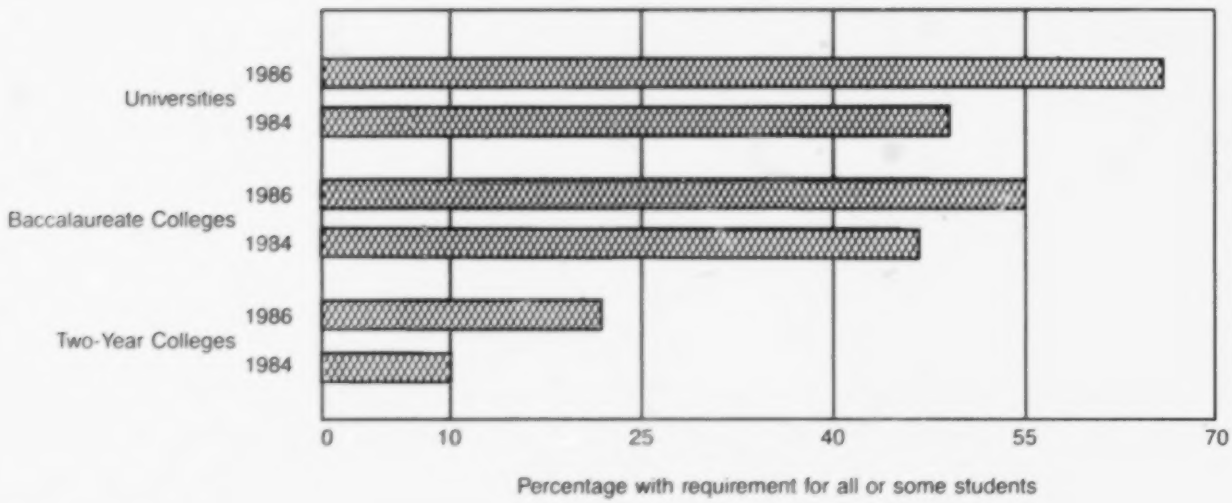
Information was also sought on institutional requirements for foreign language competency (Table 3). Regarding undergraduate admission, 36 percent of universities, 17 percent of baccalaureate colleges, and 11 percent of two-year colleges currently call for some foreign language proficiency as a requirement for admission. Increasingly large percentages now have a foreign language requirement for completion of an undergraduate degree (see Figure 2): this is true of 66 percent of universities, 55 percent of baccalaureate colleges, and 22 percent of two-year colleges. Close to half of universities have a foreign language requirement for completion of graduate degrees.

As Figure 2 also shows, colleges have increased their language requirements in recent years. In 1984 (*Campus Trends, 1984*), 3 in 10 institutions had a language requirement for completion of an undergraduate degree. In 1986, 42 percent had such a requirement.

Just over one-half of universities offer instruction in Russian, one-third offer Chinese or Japanese, and 1 in 5 offers Arabic instruction. Among baccalaureate colleges, in contrast, few offer any of these languages. This pattern also holds with area studies programs that focus on these regions. Almost 4 in 10 universities offer Russian studies, while Japanese or Chinese studies are offered by 3 in 10 universities.

FIGURE 2

Foreign Language Requirements
for Completion of an Undergraduate Degree



Student Assessment

Colleges Support the Use of Assessment

Student assessment is much talked about today, often in reference to programs that test student skills and, at other times, in the context of discussions about a college's overall effectiveness. For this survey, questions were asked about college uses of assessment, defined broadly as any measure—other than end-of-course grading—by which the college evaluates its students or programs. Administrators were also asked for their opinions about potential directions that assessment may take.

Over the last few years, discussions about assessment have often emphasized the views of state officials or, instead, have focused on a few colleges and universities with "model" approaches to assessment. This survey offers a different perspective, showing the opinions held by a cross-section of administrators on questions related to assessment and institutional effectiveness. In general, there is considerable support for assessment, particularly as it ties in with a college's central educational purposes (see Figure 3).

The highest level of agreement (91 percent) focused on linking assessment to improvement of instruction (Table 5). Strong support was also recorded on several related statements:

- Link assessment to institutional effectiveness — 88 percent
- Include feedback to students — 85 percent
- Link assessment to planning and budgeting — 79 percent

Other results are also of interest. About 7 in 10 administrators indicated that:

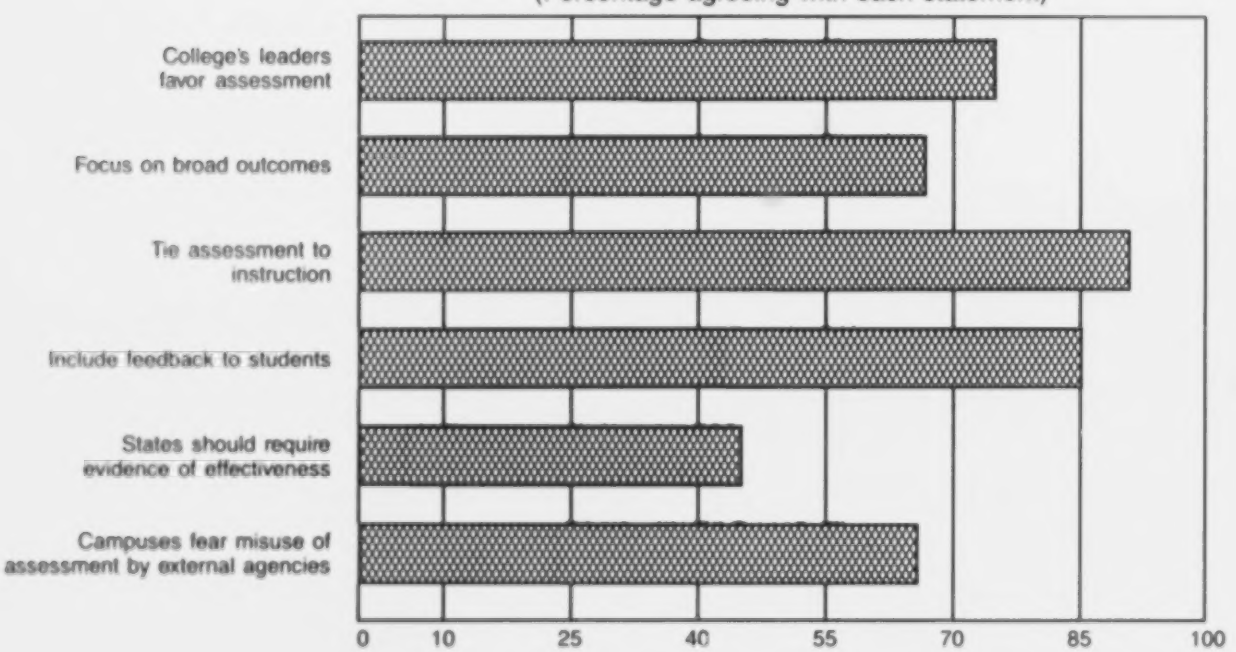
- The college's leadership favors the use of assessment.
- Assessment should focus on broad outcomes.
- College officials have fears about misuse of assessment results by external agencies.

Several areas of lower agreement involve academe's external constituencies. Forty-two percent of administrators supported statements that colleges should publish evidence of their institutional effectiveness, and forty-five percent agreed that states should require colleges to show evidence of institutional effectiveness. Independent institutions were especially wary of these statements.

There were some differences by type of college on these statements. Administrators at two-year colleges gave stronger support than others to assessment, espe-

FIGURE 3

Administrators' Views on Assessment
(Percentage agreeing with each statement)



cially to its use in conjunction with institutional effectiveness. They were more likely to say that their institution's faculty would support the use of assessment, and they were more likely than others to support publication of evidence on a college's effectiveness.

At baccalaureate colleges, the strongest support appeared for linking assessment to instructional improvement and to institutional effectiveness. University administrators supported the instructional emphasis of assessment voiced by others; they were especially likely to support assessment measures that focus on broadly defined outcomes.

Table 6A summarizes the views of campus administrators about measures that are appropriate for use in student assessment. Relatively high agreement is apparent for a good number of measures, especially those that focus on the broad competencies (e.g., writing, critical thinking) that should be part of a good education. Notably, two-year colleges join with four-year institutions in showing strong support for assessment in such areas as writing and oral communication skills. In general, baccalaureate colleges show the strongest support for assessment measures, including support (by 82 percent) of comprehensive exams in the major.

Many administrators also support the use of several measures of institutional effectiveness (Table 7A). The highest level of agreement, noted by 85 percent or more, is directed to the following:

- Job placement rates of graduates;
- Retention and graduation rates;
- Ratings of the institution by graduates; and
- Long-term outcomes of graduates.

There are important differences by type of institution. Among universities, 94 percent considered faculty accomplishments to be appropriate, and 87 percent supported the use of information on research accomplishments. Among baccalaureate colleges, the areas receiving the strongest support included: long-term outcomes of graduates (95 percent); job placement rates of graduates (92 percent), and retention and graduation rates (87 percent). The highest areas of agreement among two-year colleges included job placement rates (92 percent), the performance of graduates on the job (89 percent), and ratings of the institution by graduates (92 percent).

Various Measures Are in Use

As Tables 6 and 7 show, a variety of assessment measures are currently in use by campuses, although probably for internal planning purposes. The most prevalent practices are those that focus on entering students: almost 9 in 10 institutions reported use of placement tests for mathematics and English skills (Table 6B). Two-thirds also have pre- and post-tests for students taking remedial courses. This may reflect practices that were already in place on the nation's campuses before the recent discussion was underway. A number of other areas appear to be the subject of growing interest, following recent attention to assessment. Thus, twenty-three percent of colleges now have tests of college-level skills.

Relatively few institutions (17 percent) administer comprehensive exams in the major (including 1 in 4 universities and baccalaureate colleges). Nine percent of institutions report that they use some form of "value-added" measures for assessing students. Similarly, 18 percent of institutions (and 1 in 4 baccalaureate colleges) now offer some type of assessment on critical thinking skills. Twenty-six percent of colleges assess student skills in oral communications. Notably, almost half of colleges (44 percent) test student attainment in writing.

Table 7B shows related information on measures of institutional effectiveness that are in use (see Figure 4). Three-quarters or more of institutions use the following measures:

- Retention and graduation rates;
- Number of degrees/certificates awarded;
- Number of courses completed or credits earned;
- Number of students served; and
- Job placement rates of graduates.

Six others were mentioned by 50 percent or more of colleges:

- Pass rates on professional licensing exams;
- Percent going on for further education;
- Honors and other achievements of graduates;
- Achievements of faculty;
- Accomplishments in community service; and
- Ratings of the institution given by graduates.

Notably, many of these measures look to various "outcomes" of undergraduate education. Usage varies somewhat by type of institution: two-year colleges show very high percentages on degrees/certificates awarded and job placement rates. Among universities, the most frequently mentioned measure involved faculty achievements, followed by retention or graduation rates of students. Most baccalaureate colleges (77 percent) currently use retention rates.

On all of these measures, a sizeable gap is evident between current practice and the level and types of assessment that college officials appear to support. In

part, this reflects a "lag" that is inevitable in implementing any reforms. The strong showing on writing assessment, for example, probably reflects decades-old activity to spur more attention to writing. Undoubtedly, too, another key problem is the lack of readily available and suitable assessment measures. Indeed, measures currently in use are "counting devices" for the most part (degrees awarded, pass rates, etc.), not the complex and multidimensional measures that would be most appropriate to undergraduate learning.

Obstacles Arise in Implementation

Table 8 points out several stumbling blocks to campus use of assessment. The areas that most administrators considered as obstacles (major or minor) included:

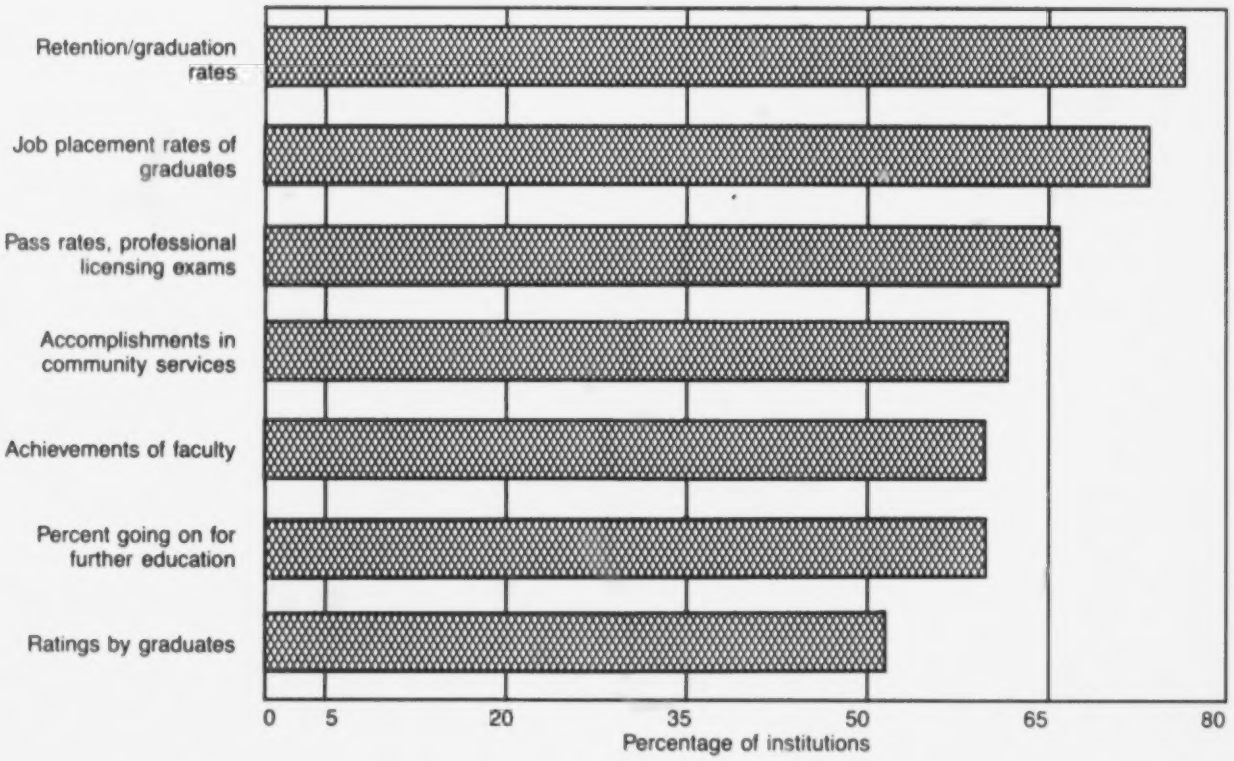
- No funds to develop procedures — 71 percent
- Not clear what to evaluate — 64 percent
- Fears about misuse of results — 60 percent
- Lack of faculty support — 58 percent
- No good evaluation instruments — 57 percent

Relatively few administrators voiced concern about the suitability of their curricula to assessment or the availability of assessment expertise.

The two issues that emerged as major obstacles to assessment are lack of clarity on what to evaluate and no funds for developing assessment procedures. The problem of no clarity on what to evaluate may reflect the nebulous quality of debate that has taken place so far on assessment. It probably also reflects the significant problems each institution must face in determining the specific emphasis of any assessment plan and, then, of finding suitable methods for evaluating the important outcomes for that institution. The response about lack of funds probably reflects the constrained financial mood of higher education today, but it may also reflect the general concern that implementing assessment is not a simple matter.

Considerable concern also exists about potential misuse of results. Most campus officials agreed that there is fear about misuses of assessment by external agencies. A majority also termed this concern an obstacle to development of assessment on their campuses.

FIGURE 4
Selected Measures of Effectiveness
Now in Use



Institutional Status

Enrollment Mix Continues to Change

Higher education in 1985–86 was experiencing the sixth year of a demographic downturn in the population of 18-year olds. After several years of stable enrollment overall, national figures for fall 1985 enrollment were expected to show a slight decrease.

How has this affected individual colleges? Survey results (Table 9) demonstrate that a variety of outcomes have occurred: although one-third of colleges had enrollment losses, a like number of other institutions increased their enrollment in 1985–86. In view of the consistently downward direction of demographic trends, it is striking that the enrollment picture is so mixed.

Despite changing demographic conditions, at least one-third of the nation's colleges and universities reported an increase in both their headcount enrollment and full-time equivalent (FTE) enrollment (see Figure 5). Notable gains helping to account for this overall pattern included:

- Increased master's level enrollment, reported by 4 in 10 baccalaureate colleges and universities.
- Increased doctoral enrollment, reported by 29 percent of universities.
- Increased enrollment of Asian students, especially as reported by 39 percent of universities.
- Continued increases in part-time enrollment, especially at 41 percent of two-year colleges and 39 percent of baccalaureate colleges.
- Continuing increases in the median age of students, especially as reported by 22 percent of two-year colleges and by 13 percent of baccalaureate colleges.

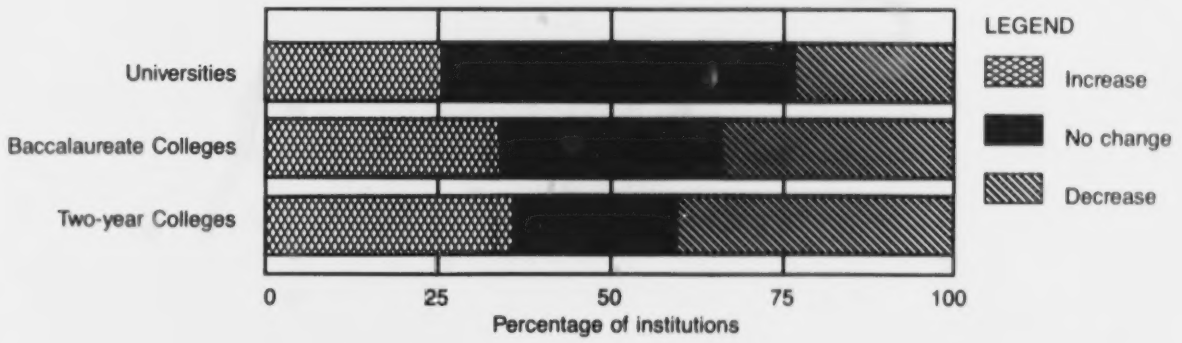
Demographic and financial realities are, nevertheless, having their effect on a sizeable number of institutions. One-third reported that FTE enrollment was down at least 2 percent compared to a year earlier. Enrollment of first-time freshmen was also down at one-third of institutions. These decreases were reported by two-year colleges more than by other institutions. Changes in full-time enrollment also showed a downward tilt: 40 percent of two-year colleges and 44 percent of baccalaureate colleges reported decreases in full-time enrollment over the year earlier, and both of these figures outweigh those for institutions with increased full-time enrollment.

Universities had the most stable enrollments: they were least likely to report enrollment decreases, while they also showed the lowest percentage with an enrollment increase. This may be due in part to increased graduate enrollment, noted above. It may also reflect a greater ability of universities, compared to smaller institutions, to shift the mix of their enrollment, (e.g., to increase enrollment in some fields to offset enrollment decreases in other fields; or to enroll more out-of-state students as in-state enrollments decrease).

The survey's results on black and other minority enrollment must be interpreted with caution in light of national reports that point to decreased minority enrollment. The institutional picture, as reflected in Table 9, shows that a small number of institutions made gains in minority enrollment while others had stable or dropping minority enrollment in 1985–86.

To some extent, shifts in minority enrollment follow expected regional patterns. Unpublished tabulations show that increases in Asian, Hispanic and Native American enrollment are greatest in the West, for example. However, it is also true that the increases in Asian students reported by universities appear across the country. Just over half of the universities in the West and the East reported gains, while about 3 in 10 universities in the South and the Midwest reported increases in Asian students.

FIGURE 5
Changes in Full-time Equivalent Enrollment



Financial Pressures Are Evident

Table 10 offers a capsule picture of some of the financial pressures facing colleges and universities today. Although most institutions reported increases in their budgets, a significant proportion of colleges and universities had no increase in their overall budget or in their budget for educational and general expenditures. In fact, 9 percent (including 12 percent of public institutions and 6 percent of independent institutions) suffered a decrease in their 1985–86 budget for educational and general purposes, compared to a year earlier. Decreases in overall budget were almost entirely found in the South and in the West. The decreases in the West were primarily accounted for by two-year institutions.

The survey results reflect tight financial pressures on both independent and public institutions. The primary source of income for public institutions—state and local revenues—grew for only two-thirds of public institutions. At the same time, only about half of the independent institutions reported increases in budgeted income from gifts or endowment.

One in three institutions reported a decrease in federal student aid to their institutions, a decrease roughly in line with the proportion of institutions reporting an enrollment decline. Student aid budgets based on institutional funds increased for about half of institutions nationwide. Such increases occurred for three-quarters of independent institutions as well as for 4 in 10 public institutions. This suggests that many colleges are facing increasing pressures on institutional resources for aid to students.

Limited Faculty Hiring Takes Place

Most of the nation's colleges and universities made new faculty appointments in 1985–86 (see Table 11) but did so primarily to replace faculty who were retiring or otherwise leaving. About one-third of institutions reported a net gain in full-time faculty positions.

Universities were the most likely to make net gains: 46 percent increased their full-time positions and 41 percent increased their part-time positions. Two-year colleges were the most likely to experience net losses, both in full-time and part-time positions.

Testimony to the difficult financial circumstances in higher education today are the figures in Table 11 that show institutions with a net loss in full-time faculty over the previous year. Public institutions were more likely than independent institutions to report such a loss. Notably, about 1 in 5 colleges also reported a net decrease in the number of their faculty in each of the last two years (cf. *Campus Trends, 1984* and *Campus Trends, 1985*).

The use of term or contract positions (not on a tenure-track) is widely prevalent in academe today. Eight in 10 institutions reported making such appointments in 1985–86. This pattern held across types of institutions. It represents an increase over a year earlier, when 7 in 10 institutions had hired full-time faculty in term or contract positions (*Campus Trends, 1985*).

Hiring in tenure-track positions continues, too. Overall, 77 percent of institutions made such appointments, up from 67 percent in 1985. Almost all universities (95 percent) made such appointments.

The use of part-time faculty is also widespread today. In 1985–86, about 4 in 10 institutions reported net gains in their number of part-time faculty. Some of this may reflect hiring on a temporary basis in fields where it is difficult to recruit qualified full-time faculty.

Administrators Face A Variety of Concerns

Survey respondents rated their institutions on a variety of factors, including the level of faculty compensation, the job prospects of graduates, the college's overall financial condition and the status of the institution's relationships with accrediting agencies and with federal and state agencies. The results (Table 12) offer a rich and varied snapshot of the status of higher education today.

It is significant in itself that relatively few items received "excellent" or "very good" ratings. The only areas with high scores did not focus on the college but, instead, on its relationships with outside groups. Eight in 10 colleges and universities gave favorable ratings to their relationships with regional accrediting agencies. This pattern held across types of institutions. Seven in 10 gave good ratings on their relationships with specialized accrediting agencies.

Relationships with federal and state agencies were also rated. About 6 in 10 institutions gave good marks to their relationships with state agencies, although slightly fewer gave good marks on financial matters. Similarly, 6 in 10 characterized their relationships with federal agencies as excellent or very good. Baccalaureate colleges were least satisfied: only half gave good marks to their relationships with federal agencies. This may reflect concern over the availability of federal student assistance as well as recent dissatisfaction with the National Science Foundation's support of undergraduate science education at smaller institutions.

The areas that received very few good ratings were:

- General level of preparation of entering students;
- Adequacy of faculty compensation; and
- Adequacy of student aid.

Adequacy of student aid emerged as a concern across all types of institutions. Fewer than 3 in 10 administrators felt that their institution's student aid offerings were adequate. General concern exists, too, about the overall financial condition of their institutions: only about one-third of administrators rated their institutions well on this item (see Figure 6).

There were salient differences across institutional types. Among universities, opportunities for faculty development and levels of faculty compensation were among the items with the lowest ratings. Among two-year colleges, the preparation levels of entering students received the lowest ratings, with very few administrators giving this an excellent or very good rating.

It can be seen too that, on almost every item, fewer administrators at baccalaureate colleges gave good ratings than did other administrators. Several problem areas are evident, including: the preparation level of entering students, the college's overall financial condition and ability to respond to enrollment shifts, faculty compensation and faculty development opportunities, and the adequacy of student aid.

SUMMARY

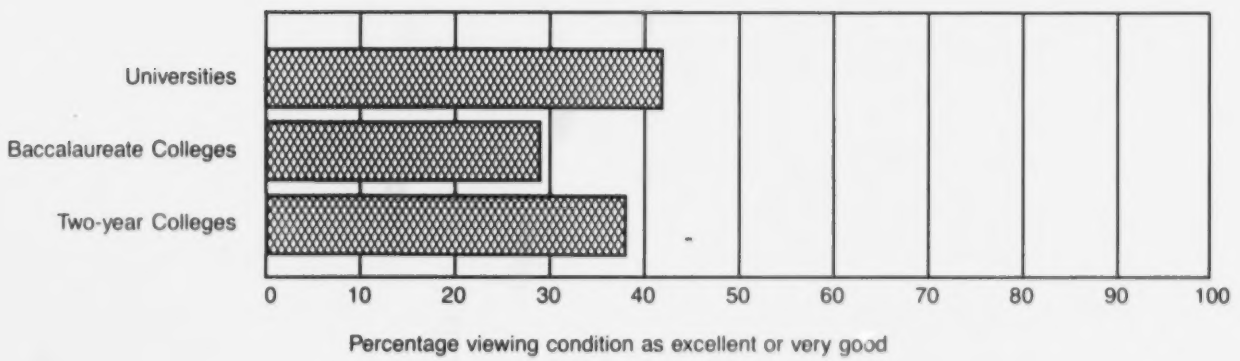
This survey's findings on the general status of colleges and universities highlight a variety of problems: enrollments overall are steady or down for the majority of institutions; financial pressures are evident and are creating other problems, including inadequate student aid and uncomfortable levels of faculty compensation.

Yet, the survey also documents a substantial degree of activity directed to undergraduate education. Most colleges and universities have been reevaluating their curricular offerings during the past few years, and many have made changes in programs. The call for better assessment of student learning is largely compatible with this attention to undergraduate education. It is clear, however, that college administrators do not currently have a definite sense of what is the best focus for assessment and many feel that existing evaluation instruments are not suitable to the broad educational purposes they consider to be appropriate outcomes of undergraduate study.

Continuing discussion of assessment can be expected. For campus-level discussions, however, it is likely that debate over potential approaches will be tempered by fiscal and enrollment problems that campuses are experiencing at this point in the decade.

FIGURE 6

Administrator Views on Institution's Overall Financial Condition



DETAILED STATISTICAL TABLES

TABLE 1—Curricular Review, 1985–86
(Percentage reporting each emphasis)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Currently Reviewing:	57	56	46	54	56	52
Recently Completed:	31	29	36	32	31	33
Current or recent review:						
Emphasis on writing	71	92	83	79	77	82
Emphasis, other competencies	73	87	75	78	76	79
Increased course requirements	33	52	39	39	39	40
New gen. educ. requirements	67	85	85	76	75	77
More flexibility, adults	48	38	21	40	43	35
More attention, international	20	60	47	37	28	48
Attention, values or ethics	26	61	51	41	31	54
Recently completed:						
Emphasis on writing	54	83	84	69	74	63
Emphasis, other competencies	61	90	80	74	76	71
Increased course requirements	19	57	55	38	39	36
New gen. educ. requirements	64	87	86	75	77	73
More flexibility, adults	39	30	19	32	37	26
More attention, international	13	54	45	32	30	33
Attention, values or ethics	15	64	42	35	30	40
Current review:						
Emphasis on writing	80	96	83	85	79	93
Emphasis, other competencies	80	86	71	80	77	84
Increased course requirements	40	50	27	40	38	43
New gen. educ. requirements	69	84	84	76	73	80
More flexibility, adults	53	43	23	44	47	41
More attention, international	24	64	49	40	26	58
Attention, values or ethics	33	60	58	45	32	63

Source: *Campus Trends, 1986*, American Council on Education
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 2—Response to National Reports
(Percentage with each response)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned
Discussion of the reports:												
In faculty meetings	52	11	72	10	67	3	61	9	60	8	63	9
With the board of trustees	40	9	39	12	38	9	39	10	39	7	40	13
With outside consultants	19	3	24	11	26	3	22	5	20	4	24	7
Task force/committee review	28	6	31	9	33	6	30	7	34	5	25	9
Changes, academic programs	41	22	29	34	33	21	36	25	40	20	30	32
Changes, student services	29	26	20	35	21	18	25	27	27	21	22	34
Changes, research/assessment	38	22	23	36	23	27	31	27	37	22	23	32

*Figures do not total 100 percent because "No" responses are not shown.
Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 3—International Education Activities
(Percentage reporting each type)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Programs offered in one or more locations for:						
Undergraduate study abroad	17	64	81	44	31	60
Graduate study abroad	0	5	36	18*	32*	10*
Noncredit study abroad	9	10	26	13	11	15
Institutional linkages	13	35	61	30	28	33
Students internships	6	11	22	11	10	11
Overseas experience for:						
Language faculty	9	21	38	19	18	19
Other faculty	11	24	41	21	21	22
Technical assistance	4	2	21	7	11	3
More than 10 percent of undergraduates study abroad:	0	18	12	15*	1*	24*
Foreign students are more than 10 percent of:						
Undergraduate enrollment	8	12	12	10	7	13
Graduate enrollment	0	1	24	11*	19*	6*
Foreign language requirements for:						
Undergraduate admissions	11	17	36	18	14	23
Undergraduate degree	22	55	66	42	39	46
Graduate degree	0	19	47	24*	39*	16*
Language instruction is offered in:						
Arabic	3	4	20	7	6	8
Chinese	6	11	39	15	16	14
Japanese	7	10	35	14	15	12
Russian	6	15	53	19	18	20
Other nonWestern areas	7	9	24	11	13	10
Other studies are offered in:						
Arabic	1	6	14	5	4	7
Chinese	5	13	31	13	12	13
Japanese	5	11	29	12	11	13
Russian	3	16	40	14	14	15
Other nonWestern areas	6	16	34	15	15	15

*Based on four-year institutions only.

Source: *Campus Trends, 1986*, American Council on Education
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 4—Overseas Experiences Offered by Region
(Percentages of Institutions with Offerings)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Undergraduate study abroad in:						
Latin America	6	24	29	16	14	19
Western Europe	16	49	73	38	28	49
Eastern Europe	3	10	14	7	5	9
Africa/Middle East	5	11	19	9	8	11
Asia	5	16	32	14	12	16
Institutional linkages in:						
Latin America	1	7	23	8	9	6
Western Europe	9	19	41	19	17	21
Eastern Europe	1	4	12	4	5	4
Africa/Middle East	1	3	11	4	5	3
Asia	6	19	35	16	16	16
Overseas experience for faculty in:						
Latin America	4	5	14	6	7	5
Western Europe	7	14	30	14	13	15
Eastern Europe	1	6	10	4	4	4
Africa/Middle East	3	4	13	5	7	4
Asia	5	14	22	11	13	9

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges, and 165 universities).

TABLE 5—Administrators' Views on Assessment
(Percentages)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
College's leaders favor assessment	83	5	80	0	48	13	75	5	77	6	72	3
Most faculty support assessment	71	4	56	17	31	23	58	12	60	10	57	14
Will require much experimentation	48	33	60	21	61	20	54	27	52	33	58	19
Little discussion of assessment	44	56	49	50	63	32	49	49	46	52	54	45
Standardized tests a risk	28	41	46	35	50	23	38	35	36	37	40	34
Focus on broad outcomes	62	16	72	14	73	10	67	14	67	15	68	13
Tie to instructional improvement	91	0	95	2	87	2	91	1	95	1	87	2
Include feedback to students	89	3	82	5	82	4	85	4	92	4	77	3
Link to institutional effectiveness	92	1	89	1	77	6	88	2	86	3	89	2
Link to planning/ budgeting	85	2	75	5	68	11	79	5	79	6	78	4
Publish evidence of effectiveness	52	13	33	24	30	30	42	20	50	19	33	21
For accred, show effectiveness	70	9	55	19	60	21	64	14	74	12	52	17
States to require effectiveness	56	17	28	35	40	36	45	26	59	20	28	34
Campus officials fear misuse by external agencies	62	20	70	17	69	8	66	16	62	17	69	16

*Figures do not total 100 percent because "Uncertain" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 6A—Appropriate Methods of Assessing Student Learning
(Percentage agreeing for each type)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
College-level skills tests	61	70	55	62	62	62
Tests in general education	48	71	51	55	52	59
Comprehensive exams in major	46	82	67	61	51	73
Attainment of "higher-order" skills in:						
Critical thinking	69	89	79	77	73	82
Quantitive skills	74	88	83	80	75	84
Oral communication	83	88	82	84	81	88
Writing	85	91	87	87	84	90
"Value-added" measures	62	80	64	67	65	70
Placement tests, Mathematics	95	95	89	93	98	88
Placement tests, English	95	88	89	92	99	83
Placement tests, Reading	93	78	71	84	93	73
Placement tests, other skills	75	59	64	68	70	65
Pre- & post-tests, remedial	85	78	67	79	90	66

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 6B—Methods Currently in Use for Assessing Student Learning
(Percentage using each type)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
College-level skills tests	23	26	19	23	26	19
Tests in general education	15	13	15	14	16	12
Comprehensive exams in major	7	26	25	17	11	23
Attainment of "higher-order" skills in:						
Critical thinking	15	26	17	18	15	22
Quantitive skills	14	27	24	20	18	23
Oral communication	26	29	23	26	27	25
Writing	40	50	43	44	42	46
"Value-added" measures	9	10	9	9	11	8
Placement tests, Mathematics	98	74	82	88	95	79
Placement tests, English	97	79	79	88	94	81
Placement tests, Reading	89	52	52	70	83	55
Placement tests, other skills	38	34	36	36	37	36
Pre- & post-tests, remedial	69	63	58	65	74	54

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 7A—Appropriate Measures of College Effectiveness
(Percentage agreeing for each measure)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Retention/graduation rates	89	87	87	88	87	89
Degrees/certificates awarded	78	71	79	76	79	73
Pass rates, prof. licensing exams	82	75	84	80	87	72
Students served	76	69	67	72	77	65
Courses completed/credits earned	81	77	70	77	78	76
Test scores of graduates (professional)	58	65	80	66	67	65
Test scores, other graduates	56	52	67	58	55	61
Other measures of student learning	75	89	77	80	75	85
Percent going for further education	79	71	79	77	76	78
Achievements, recent graduates	75	86	83	80	75	86
Job placement rates of graduates	92	92	82	90	90	90
Graduates' performance on the job	89	78	74	83	86	78
Ratings by graduates	92	82	84	88	91	84
Long-term outcomes of graduates	82	95	83	86	81	91
Achievements of faculty	73	83	94	81	80	81
Institutional accomplishments in:						
Grants/contracts	63	53	83	64	67	61
Community services	81	68	85	78	87	67
Research	34	44	87	49	48	49

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 7B—Measures of College Effectiveness Now In Use
(Percentage reporting each measure)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Retention/graduation rates	78	77	78	77	78	77
Degrees/certificates awarded	75	65	78	73	80	65
Pass rates, prof. licensing exams	69	63	66	66	73	58
Students served	83	66	70	76	83	67
Courses completed/credits earned	77	75	72	75	76	75
Test scores of grads (professional)	22	25	49	30	34	26
Test scores, other graduates	15	18	31	20	22	17
Other measures of student learning	42	38	38	40	41	39
Percent, going for further education	62	60	53	60	58	62
Achievements, recent graduates	54	64	70	60	53	69
Job placement rates of graduates	80	71	66	74	77	72
Graduates' performance on the job	52	31	23	40	45	34
Ratings by graduates	54	46	54	52	59	43
Long-term outcomes of graduates	26	35	29	29	26	33
Achievements of faculty	48	66	82	60	58	63
Institutional accomplishments in:						
Grants/contracts	48	35	71	49	55	42
Community services	66	50	69	62	73	48
Research	20	23	73	33	37	28

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 8—Potential Obstacles to Student Assessment
(Percentage of Institutions)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
No good evaluation instruments	14	38	23	38	25	37	19	38	18	33	21	43
Not suited to our curriculum	7	15	5	33	11	27	7	23	5	23	9	23
Faculty do not support it	3	45	26	40	27	43	15	43	11	41	19	45
Not clear, what to evaluate	21	35	36	35	45	31	30	34	27	37	34	30
No funds to develop it	33		47	33	43	36	39	32	41	29	36	
Students would be unhappy	12	30	4	49	11	55	10	41	9	44	11	36
Fears about misuse	5	52	21	37	20	49	13	47	13	41	12	53
Key administrators lack interest	6	19	9	23	17	32	9	23	8	24	10	21
No expertise	13	27	14	41	5	34	12	32	9	30	15	35

*Figures do not total 100 percent because "Not an Obstacle" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 9—Changes in Enrollment (1985–86 vs 1984–85)

(Percentage of institutions reporting a change)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Headcount enrollment	35	37	42	34	27	19	35	32	35	31	36	34
Total FTE enrollment	36	40	34	34	25	23	33	35	35	34	31	35
Full-time students	30	40	34	44	29	20	31	37	31	37	31	36
Part-time students	41	31	39	15	32	21	39	24	41	29	37	19
First-time freshmen	32	38	31	34	32	32	32	36	34	32	29	40
Enrollment, master's level	0	0	40	20	41	19	35	20	34	22	36	18
Enrollment, doctoral level	0	0	0	0	29	7	18	10	31	3	7	16
Black students	22	11	22	8	24	20	22	12	25	15	20	8
Hispanic students	13	10	8	8	24	9	14	9	17	12	10	6
Asian students	17	5	10	5	39	8	20	6	20	5	20	6
Native American students	9	6	7	7	20	11	11	8	13	8	8	7
Median age of students	22	3	13	0	6	2	16	2	20	3	12	1

*Figures do not total 100 percent because "No Change" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.

Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 10—Changes in Institutional Finances

(Percentage of institutions reporting a change)*

	2-Year Colleges		Baccalaureate Colleges		Universities		Total		Public		Independent	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Overall budget	69	9	73	8	83	10	73	9	73	11	73	7
Budget, educational & general	67	10	70	7	82	10	71	9	69	12	74	6
Budget, institutional student aid	45	6	67	10	66	7	56	7	43	10	70	4
Budgeted income, endowment	30	2	47	5	50	6	41	4	30	4	51	4
Budgeted income, gifts	42	8	62	4	68	4	54	6	50	5	59	7
Revenues, state/local govt.	58	10	35	9	63	11	52	10	68	13	32	7
Federal student aid (excl. GSL)	35	14	31	26	36	15	34	18	33	16	36	19

*Figures do not total 100 percent because "No Change" responses are not shown.

Source: *Campus Trends, 1986*, American Council on Education.

Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 11—Patterns of Faculty Hiring
(Percentage of Institutions)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Full-time faculty were hired in:						
Tenure-track positions	65	80	95	77	83	70
Term or contract positions	73	82	90	79	80	79
Number of full-time faculty, 1985–86 versus 1984–85:						
Net gain	31	40	46	37	39	34
No net change	45	45	33	42	35	52
Net loss	24	15	21	21	26	14
Number of part-time faculty, 1985–86 versus 1984–85:						
Net gain	41	32	41	38	40	36
Not net change	37	50	43	42	35	51
Net loss	22	18	16	19	25	12

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

TABLE 12—Administrator Views on Institutional Status
(Percentage rating own institution as excellent/very good)

	2-Year Colleges	Baccalaureate Colleges	Universities	Total	Public	Independent
Preparation of entering students	7	18	42	17	12	24
Job prospects for degree recipients	43	45	67	49	46	52
Ability to respond, enrollment shifts	40	32	43	38	37	40
Ability to attract good faculty	58	52	59	56	48	66
Faculty development opportunities	41	25	33	35	33	36
Faculty compensation	33	18	39	30	36	22
Overall financial condition	38	29	42	36	35	38
Adequacy of student aid	25	25	23	24	26	23
Relationships, regional accred.	82	79	83	81	82	81
Relationships, specialized accred.	73	64	75	71	74	68
Relationships, fed. agencies	62	51	58	58	57	60
Relationships, state agencies:						
On curriculum	62	56	62	60	61	59
On financial matters	56	54	52	54	55	53
In general	62	57	58	60	59	61

Source: *Campus Trends, 1986*, American Council on Education.
Weighted survey data (80 percent response) received from 365 institutions (129 two-year colleges, 71 baccalaureate colleges and 165 universities).

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

March 17, 1986

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 73 sponsored by the American Council on Education and supported in part by a grant from the Lilly Endowment. This is the third in a series of annual surveys designed to obtain general information on campus trends. The questionnaire elicits information on recent or pending changes in a variety of institutional policies and practices affecting faculty, the curriculum, and other areas.

This questionnaire asks general questions or seeks opinions about changes in academic policies. It should be completed by the academic vice president, if at all possible.

Please understand that your institution's responses will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please return the completed questionnaire by April 21, 1986. A preaddressed envelope is enclosed for your convenience. If you have any questions or problems, please do not hesitate to telephone us collect at 202/939-9445.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for
Policy Analysis and Research

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 73

CAMPUS TRENDS, 1986

This questionnaire asks a series of general questions and seeks your opinions about policies and practices at your institution. All questions refer to 1985–1986.

Please circle an answer for each question. If not applicable, please write in N/A.

I. ENROLLMENT AND FINANCES

A. How did your institution's enrollment change for 1985–86 compared to 1984–85:

	Increase (2% or more)	No Change	Decrease (2% or more)
1. Overall (headcount) enrollment	3	2	1
2. Total FTE enrollment	3	2	1
3. Full-time students	3	2	1
4. Part-time students	3	2	1
5. First-time freshmen	3	2	1
6. Enrollment for master's degrees	3	2	1
7. Enrollment for doctoral degrees	3	2	1
8. Black students	3	2	1
9. Hispanic students	3	2	1
10. Asian students	3	2	1
11. Native American students	3	2	1
12. Median age of students	3	2	1

B. How did your institution's finances change for 1985–86 compared to 1984–85:

1. Institution's overall budget	3	2	1
2. Budget for educational & general expenses	3	2	1
3. Budget for institutional student aid	3	2	1
4. Budgeted income from endowment	3	2	1
5. Budgeted income from gifts & alumni giving	3	2	1
6. Revenues from state and local government	3	2	1
7. Total federal student aid (excluding GSL)	3	2	1

II. CURRICULUM

A. Is a general review of curriculum underway or has one recently been completed?

Yes, currently underway	3
Yes, completed within the last few years	2
No	1

If yes, does it include:

	Yes	No
New general education requirements	2	1
Greater emphasis on writing	2	1
Greater emphasis on other competencies (communication, reasoning, etc.)	2	1
An increase in course requirements	2	1
Greater flexibility for adult learners	2	1
Increased attention to international matters	2	1
New attention to values or ethics	2	1

B. Several national reports have recently called for change in undergraduate education. Has the reaction to these reports at your institution included any of the following:

	Yes	Planned	No
Discussion of the reports			
a. in faculty meetings	3	2	1
b. with the board of trustees	3	2	1
c. with outside consultants	3	2	1
Task force or committee to review the report(s)	3	2	1
Changes in academic programs	3	2	1
Changes in student services	3	2	1
Changes in research & assessment of students	3	2	1

III. RATINGS OF INSTITUTIONAL STATUS

Please rate your institution's current status on each of the following:

	Excellent	Very Good	Good	Fair	Poor
General level of preparation of entering students	5	4	3	2	1
Job prospects for degree recipients	5	4	3	2	1
Ability to respond to enrollment shifts	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty development opportunities	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Adequacy of student financial aid, including scholarships, fellowships, and loans	5	4	3	2	1
Relationships with regional accrediting agencies	5	4	3	2	1
Relationships with specialized accrediting agencies	5	4	3	2	1
Relationships with federal agencies	5	4	3	2	1
Relationships with state agencies:					
On curriculum matters	5	4	3	2	1
On financial/budgetary matters	5	4	3	2	1
In general	5	4	3	2	1

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IV. FACULTY

A. Were any full-time faculty hired in academic year 1985–1986 in:

	Yes	No
1. Tenure-track positions	2	1
2. Term or contract positions	2	1

B. Compared to a year earlier, did your institution have any *net* change in the number of:

	Net Gain	No Net Change	Net Loss
1. Full-time faculty	3	2	1
2. Part-time faculty	3	2	1

V. INTERNATIONAL EDUCATION

A. Does your institution have formal arrangements for the following overseas activities?

Circle as applicable:

	None	Latin Amer.	West Eur.	East Eur.	Africa/ Mid. East	Asia
Undergraduate study abroad	6	5	4	3	2	1
Graduate study abroad	6	5	4	3	2	1
Noncredit study abroad	6	5	4	3	2	1
Institution-to-institution linkages	6	5	4	3	2	1
Work internships for students	6	5	4	3	2	1
Overseas experience for:						
Language faculty	6	5	4	3	2	1
Other faculty	6	5	4	3	2	1
Technical assistance projects	6	5	4	3	2	1

	Don't Know	Under 10%	Under 25%	Under 50%	50% or more
B. About what percentage of your undergraduate students get experience with study abroad?	5	4	3	2	1

C. About what percentage of your enrollment is comprised of foreign students:

Undergraduate	5	4	3	2	1
Graduate	5	4	3	2	1

	Required for all students	Required for some students	Not Required
D. Do you have a foreign language requirement for:			
Undergraduate admission	3	2	1
Completion of an undergraduate degree	3	2	1
Completion of a graduate degree	3	2	1

E. Does your institution offer language instruction or area studies in:

	Language Instruction		Area Studies	
	Yes	No	Yes	No
Arabic	2	1	2	1
Chinese	2	1	2	1
Japanese	2	1	2	1
Russian	2	1	2	1
Other nonWestern areas	2	1	2	1

VI. STUDENT ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

A. New methods of assessing student learning (e.g., other than traditional end-of-course grading) are being discussed currently. Which of the following do you believe to be *appropriate* for your institution? Which are now *used* at your institution to assess students?

	Appropriate		In Use	
	Yes	No	Yes	No
1. Placement tests for entering students in:				
Mathematics	2	1	2	1
English	2	1	2	1
Reading	2	1	2	1
Other skills	2	1	2	1
2. Both pre- and post-tests for remedial courses	2	1	2	1
3. Basic college-level skills tests (e.g., minimum competency or "rising junior" tests)	2	1	2	1
4. Knowledge testing on general education subjects (e.g., in history, humanities, science)	2	1	2	1
5. Comprehensive exams in a major	2	1	2	1
6. Attainment of higher-order skills in:				
Critical thinking	2	1	2	1
Quantitative problem-solving	2	1	2	1
Oral communication	2	1	2	1
Writing	2	1	2	1
7. "Value-added" measures of student gains while in college	2	1	2	1

B. For your campus, which of the following would be obstacles to the use of student assessment:

	Major Obstacle	Minor Obstacle	Not an Obstacle
There are no good evaluation instruments.	3	2	1
Assessment is not suited to our curriculum.	3	2	1
Most faculty do not support the concept.	3	2	1
There is no clear sense of what to evaluate.	3	2	1
No funds are available to develop assessment procedures.	3	2	1
Students would be unhappy with new forms of assessment.	3	2	1
We have fears about misuse of assessment results.	3	2	1
Key administrators lack sufficient interest.	3	2	1
Nobody here has the expertise to develop assessment procedures.	3	2	1

C. Certain states and accrediting agencies have called for the use of measures that indicate a college's effectiveness in accomplishing its mission. Which of the following do you believe to be *appropriate* for your institution? Which are now *used* by your institution?

	Appropriate		In Use	
	Yes	No	Yes	No
1. Number of students served	2	1	2	1
2. Number of courses completed or credits earned	2	1	2	1
3. Retention and graduation rates	2	1	2	1
4. Number of degrees/certificates awarded	2	1	2	1
5. Pass rates on professional licensing examinations	2	1	2	1
6. Standardized test scores of:				
Graduates in professional programs	2	1	2	1
Other graduates	2	1	2	1
7. Other measures of student learning	2	1	2	1
8. Percent of students going on for further education	2	1	2	1
9. Honors and other achievements of recent graduates	2	1	2	1
10. Job placement rates of graduates (by field)	2	1	2	1
11. Quality of graduates' performance on the job	2	1	2	1
12. Ratings of the institution by graduates	2	1	2	1
13. Long-term outcomes of graduates (e.g., 5, 10, or 15 years later)	2	1	2	1
14. Achievements of faculty	2	1	2	1
15. Institutional accomplishments in:				
Obtaining grants and contracts	2	1	2	1
Community services	2	1	2	1
Research	2	1	2	1

D. Please indicate your own views on each of the following statements:

	Agree	Disagree	Uncertain
This institution's leadership (president and other key officers) favors the development of student assessment procedures.	3	2	1
Most faculty at this institution would support the development of student assessment procedures.	3	2	1
Development of student assessment at this institution will require much experimentation.	3	2	1
There has been very little systematic discussion of student assessment at this institution.	3	2	1
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	3	2	1
Student assessment should focus on broadly defined outcomes and competencies, not on easily learned skills and knowledge.	3	2	1
Student assessment should be closely tied to efforts to improve instruction.	3	2	1
Student assessment should include substantial feedback to students.	3	2	1
Results of student assessment should be linked to analyses of institutional effectiveness.	3	2	1
Results of student assessment should be linked to institutional planning and budgeting.	3	2	1
All colleges and universities should develop and publish evidence of their institutional effectiveness.	3	2	1
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	3	2	1
States should require colleges to show evidence of institutional effectiveness.	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	3	2	1

Thank you for your cooperation.

Please return this form by **April 21, 1986,** to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Please keep a copy of this survey for your records.

Name of Respondent _____

Title _____

Department _____

Telephone ( ) _____

If you have any questions concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* issued by the U.S. Department of Education. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The survey operates through a network of campus representatives who, through their presidents, have agreed to particpate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 456 institutions in one of the half-samples but excluded specialized religious institutions (such as rabbinical seminaries) and those institutions that offer no undergraduate instruction. The questionnaire (see Appendix A) was mailed on March 17, 1986, with the request that it be completed by the academic vice-president. After mail and telephone followups, 365 responses were received or 80 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice presidents, 48 percent; associate deans or provosts, 10 percent; presidents, 13 percent; and other, 29 percent.

Data from responding institutions were statistically adjusted to represent 2,618 colleges and universities. The stratification design is shown in Table B-1.

The weighting technique, used with all Panel surveys, adjusts the data for item and institutional nonresponse within each cell. Institutional weights are applied to bring the Panel data up to estimates that are representative of the national population.

Tabel B-2 compares survey respondents and nonrespondents on several variables. Response rates were generally even across institutions. Higher-than-average response rates were recorded for public universities and for private baccalaureate institutions. Response rates for private two-year colleges were lower than average.

TABLE B-1:—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		2,618	365
1	Large public doctorate-granting	a	104	47
2	Large private doctorate-granting	a	58	21
3	Large public comprehensive	a	92	35
4	Large private comprehensive	a	26	9
7	Large public two-year	a	43	15
8	Public comprehensive	5,500–8,999	56	14
9	Public comprehensive	<5,500	108	20
10	Private comprehensive	<9,000	126	19
11	Public baccalaureate	<9,000	127	17
12	Private baccalaureate	1,350–8,999	166	22
13	Private baccalaureate	<1,350	446	32
17	Public 2-year academic/comprehensive	6,000–8,999	55	14
18	Public 2-year academic/comprehensive	4,000–5,999	72	15
19	Public 2-year academic/comprehensive	2,000–3,999	155	21
20	Public 2-year academic/comprehensive	<2,000	332	19
21	Private 2-year academic/comprehensive	<9,000	129	10
22	Public two-year occupational	2,500–8,999	63	11
23	Public two-year occupational	<2,500	221	18
24	Private two-year occupational	<9,000	239	6

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2:—Comparison of Respondents and Nonrespondents
(In percentages)

Control and Type of Institution	Respondents (N = 365)	Nonrespondents (N = 91)	Response Rate
Total	100.0	100.0	80.0
Control			
Public	67.4	62.6	81.2
Private	32.6	37.4	77.8
Type and Control			
Public University	31.8	24.2	84.1
Private University	13.5	17.6	75.4
Public Baccalaureate	4.7	5.5	77.3
Private Baccalaureate	14.8	11.0	84.4
Public Two-Year	31.0	33.0	79.0
Private Two-Year	4.4	8.8	66.7

Other Reports of the Higher Education Panel
American Council on Education

Gomberg, Irene L. and Atelsek, Frank J. **Nontenure-Track Science Personnel: Opportunities for Independent Research.** Higher Education Panel Report, No. 39, September, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Scientific and Technical Cooperation with Developing Countries, 1977-78.** Higher Education Panel Report, No. 40, August, 1978.

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Atelsek, Frank J. and Gomberg, Irene L. **Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity.** Higher Education Panel Report, No. 43, February, 1979.

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Andersen, Charles J. and Atelsek, Frank J. **Sabbatical and Research Leaves in Colleges and Universities.** Higher Education Panel Report, No. 53, February, 1982.

Atelsek, Frank J. and Andersen, Charles J. **Undergraduate Student Credit Hours in Science, Engineering, and the Humanities, Fall 1980.** Higher Education Panel Report, No. 54, June, 1982.

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Andersen, Charles J. **Student Quality in the Humanities: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 59, February, 1984.

Andersen, Charles J. **Financial Aid For Full-Time Undergraduates.** Higher Education Panel Report, No. 60, April, 1984.

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Andersen, Charles J. **Conditions Affecting College and University Financial Strength.** Higher Education Panel Report No. 63, October 1985.

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Holmstrom, Engin Inel. **Access to Supercomputers.** Higher Education Panel Report No. 69, January 1986.

Composition of Governing Boards, 1985. Higher Education Panel Report No. 70, January 1986.

El-Khawas, Elaine **Campus Trends, 1985.** Higher Education Panel Report No. 71, February, 1986.